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EXTENSION SERVICE

REVIEW

U.S. DEPARTMENT OF AGRICULTURE * MARCH-APRIL 1971

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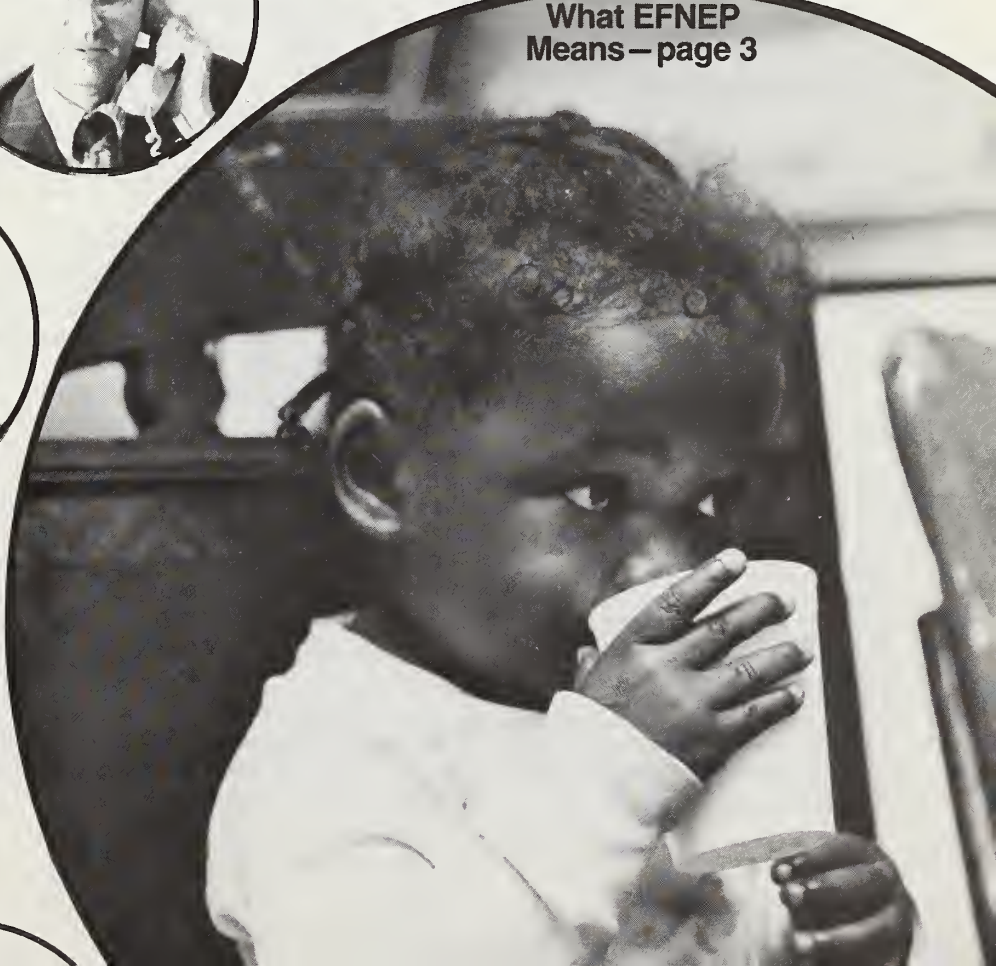
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What EFNEP
Means — page 3



The Extension Service Review is for Extension educators—in County, State, and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their communities.

The Review offers Extension workers, in their roles as educational leaders, professional guideposts, new routes and tools for speedier, more successful endeavor. Through this exchange of methods tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

EARL L. BUTZ
Secretary of Agriculture

EDWIN L. KIRBY, Administrator
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EXTENSION SERVICE

REVIEW

Official bi-monthly publication of Cooperative Extension Service; U.S. Department of Agriculture and State Land-Grant Colleges and Universities cooperating.

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It's Your Review

What do you want most from the Review? It is your forum for exchanging ideas with your Extension counterparts across the Nation. We want your suggestions, articles on your innovative work, and especially good photographs to illustrate them. Ask your State Extension editor for help if writing seems too onerous.

We will try to focus on key issues especially involving county Extension professionals and paraprofessionals, and run special theme issues when it seems desirable. For example, the May-June issue will deal with "How Extension is Meeting the Energy Problem."

Since the flow of ideas and suggested features for the Review is for the most part from State, area and county Extension personnel, we will continue to rely heavily on your judgement. Actually, the content of the magazine is mostly yours—we just put it together. I do feel we can make more effective use of this "internal information-teaching tool" which can reach all Extension workers with a message about new programs, changing thrusts, and new goals in a relatively short time. Perhaps we should "lead" a program more and "follow" it less in our reporting to our own staff. What do you think? Keep those ideas and suggestions for the Review coming!—Ovid Bay



Reynolds



Hadley



Bishman

✓ What EFNEP Means

- to Extension Workers
- to Low-income Families
- to Youth

by
Elizabeth Fleming
Information Specialist
Home Economics
Extension Service-USDA

Extension's Expanded Food and Nutrition Education Program (EFNEP) has been operating for 5 years. What has it accomplished?

Statistics show that aides, hired to teach low-income homemakers on a one-to-one basis, have enrolled and taught more than 900,000 families to improve their diets. More than 22,000 aides have been employed during the 5 years. Many have gone on to higher paying, more responsible jobs. Currently there are 8,000 aides. They tell us EFNEP has helped their own families, as well as thousands of others, live better. EFNEP aides and volunteers have reached more than a million 4-H youth with nutrition education.

To learn how the program really works and hear more about its accomplishments, a telephone conference call was held December 20, 1973, with: *Dr. John Hutchison*, Texas Extension State Director; *Dr. Ruby Craven*, South Carolina State Leader-Home Economics; *Ms. Betty Bishman*, Minnesota Area Extension Agent who supervises aides; *Ms. Viola Reynolds*, Georgia leader aide; and *Ms. Dwight Hadley*, Kansas youth volunteer. They speak for themselves, their State co-workers, and others in jobs like theirs across the Nation.



Hutchison



Craven

A Coast-to-Coast Call Gives Some Answers



"...good nutritious food is so dependent on having adequate facilities to prepare and serve it."

INTERVIEWER: In your opinion, Ms. Reynolds, what has EFNEP meant to families?

MS. REYNOLDS (AIDE): Before EFNEP was introduced in our county, many families didn't know what they were getting from the food they ate. Mealtime was just a routine with no thought to what they were eating, the amount they were eating, or the nutrients in the food. Many never read labels, planned meals, or used a shopping list. EFNEP has helped families in all of these areas.

INTERVIEWER: Can you give us an example of your work?

MS. REYNOLDS (AIDE): One of my young homemakers thought that dry milk was for people on diets, so she never used it. She bought only 1 gallon of fresh milk each week. I figured that the family needed 10 cups of milk per day. After explaining to the mother that dry milk had the same nutrients as whole milk except for the fat, I encouraged her to use it to stretch her milk dollar. I told her she could save money and give her family the amount of milk they needed. And, I explained that milk was a great source of calcium, and that her children needed calcium for strong bones and teeth. I also told her that adults needed the protein in milk to build and maintain body cells.

INTERVIEWER: Ms. Hadley, can you tell us what you are teaching young people about nutrition?

MS. HADLEY (YOUTH VOLUNTEER): I teach them the importance of well-selected, nutritious foods and the need for balanced meals, especially breakfast. They learn easy, nutritious recipes to carry home.

INTERVIEWER: Do you encourage them to try new foods?

MS. HADLEY (YOUTH VOLUNTEER): Yes. Some didn't think that they could drink powdered milk. I showed them how to use it in hot chocolate, puddings, and sauces. They've even eaten broccoli—some for the first time! We had canned apricots at a meeting and one boy wanted to take some home so that his parents could taste them.

INTERVIEWER: How did you become a volunteer?

MS. HADLEY (YOUTH VOLUNTEER): I attended EFNEP adult

meetings and the home economist asked me if I'd like to work as a youth volunteer leader.

INTERVIEWER: Ms. Bishman, what has EFNEP meant to the aides that you hire, train, and supervise?

MS. BISHMAN (AREA EXTENSION AGENT): Getting involved with people is their most rewarding experience, the aides tell me. They say they are learning about people and finding that they can make a difference in people's lives.

INTERVIEWER: I imagine that it's a real satisfaction for you to see aides learn on the job.

MS. BISHMAN (AREA EXTENSION AGENT): I see tremendous personal development. Aides will say, "I think differently now—not just of myself or my family. I think of others, and I feel like I am growing." Training in food and nutrition, methods of working with the audience, and other nutrition-related subjects has broadened them. Learning how to organize group meetings and speak to groups—these are all growing experiences.

INTERVIEWER: Have some aides gone on to other jobs?

MS. BISHMAN (AREA EXTENSION AGENT): Yes, some are now employed in nursing-related jobs in hospitals, senior citizens' nutrition programs, and so on. Many job offers came about because the aides learned so much from their EFNEP training. Some aides with only an 8th grade education completed their high school work. Others are taking college programs.

INTERVIEWER: Are there EFNEP career advancement possibilities for aides in Minnesota?

MS. BISHMAN (AREA EXTENSION AGENT): Yes, we are providing a career ladder with three levels. Each has a different job description, responsibilities, and income. Some aides now help with staff training, cooperative efforts with agencies, and record keeping.

INTERVIEWER: EFNEP was the first job for many aides, wasn't it?

MS. BISHMAN (AREA EXTENSION AGENT): Yes, and the income helped them improve their family diets and level of living.

INTERVIEWER: Dr. Hutchison,



"They learn easy, nutritious recipes to carry home."

what has EFNEP meant to the Texas professional staff—the agents and administrative people who operate the program?

DR. HUTCHISON (DIRECTOR): For some, the intensive nature of EFNEP has given them a whole new reason for being. The great needs of the people with whom they are working, the personal involvement that develops from the one-to-one teaching approach, the tremendous response and warm appreciation from the participating families, and the rapid growth and development of the participants and aides all contribute to this.

INTERVIEWER: Dr. Craven, what has EFNEP meant to the South Carolina professional staff?

DR. CRAVEN (STATE LEADER): Prior to EFNEP, our professional staff was making a diligent effort to reach families with limited resources, but progress was slow and manpower was far

too scarce. With aides, the professionals can see much more progress than they did when they were working alone. And what we are doing in EFNEP is felt in other counties where the program is not being conducted.

As much of a work challenge as EFNEP offers to home economists, we have never had one indicate that she didn't welcome the program in her county. In fact, they are more likely to ask, "When will we get the program?"

We are keenly aware that there is more evaluation of EFNEP than there has been with any other program that we have ever conducted. Home economists sense that they have a program with continuity and depth. With some programs, we were not able to reach families over a long period of time because of a lack of this continuity and resources.

DR. HUTCHISON (DIRECTOR): I grew up during depression years and



"Getting involved with people is their most rewarding experience."



"I told her she could save money and give her family the same amount of milk they needed."

thought I was well acquainted with poverty. Visiting in many EFNEP homes has helped develop my sensitivity to the magnitude of problems faced by these families.

DR. CRAVEN (STATE LEADER): More personal satisfactions are associated with my EFNEP experience than with any other phase of my professional life. I became a State leader in 1966 and I felt frustrated that we could never get satisfactory programs for low-income families because they were not group oriented. The professional staff did not have the time to visit them individually and accomplish what we wanted to do. Now, as State leader, I have the great satisfaction of reading EFNEP success stories—some 50 to 75 stories have just come in from the counties—and I can see the changes taking place in the lives of these families.

INTERVIEWER: Ms. Bishman, what has the program meant to you?

MS. BISHMAN (AREA EXTENSION AGENT): EFNEP has given me an opportunity to work with an audience I had long felt the need to reach. I used to plan home economics programs for many different audiences and there was not always time to work intensively with the low-income group. Aides gave me the opportunity to reach a new audience in an effective way.

INTERVIEWER: Dr. Hutchison, how do you feel that EFNEP has helped Extension in your State move forward and what specific accomplishments have you seen in the 5 years of the program?

DR. HUTCHISON (DIRECTOR): Some 117,000 Texas families have been enrolled in the adult phase of EFNEP since 1969. We have had 76,500 youth enrolled and more than half a million individuals, who have participated in the program either as adults or youth. Many have moved on into more traditional approaches to Extension work—group methods of learning, for example.

I think that EFNEP has increased the visibility of Extension and demonstrated the competence of Extension.

And I also think that EFNEP has enabled us to develop closer working relationships with a great many agencies. It's helping us to work in mutually supporting ways towards common objectives.

INTERVIEWER: Dr. Craven, in what ways has EFNEP helped Extension in your State and what specific accomplishments have you seen?

DR. CRAVEN (STATE LEADER): We have certainly learned more about families with limited education and resources, and improved our methods for reaching them with information. This can benefit all families.

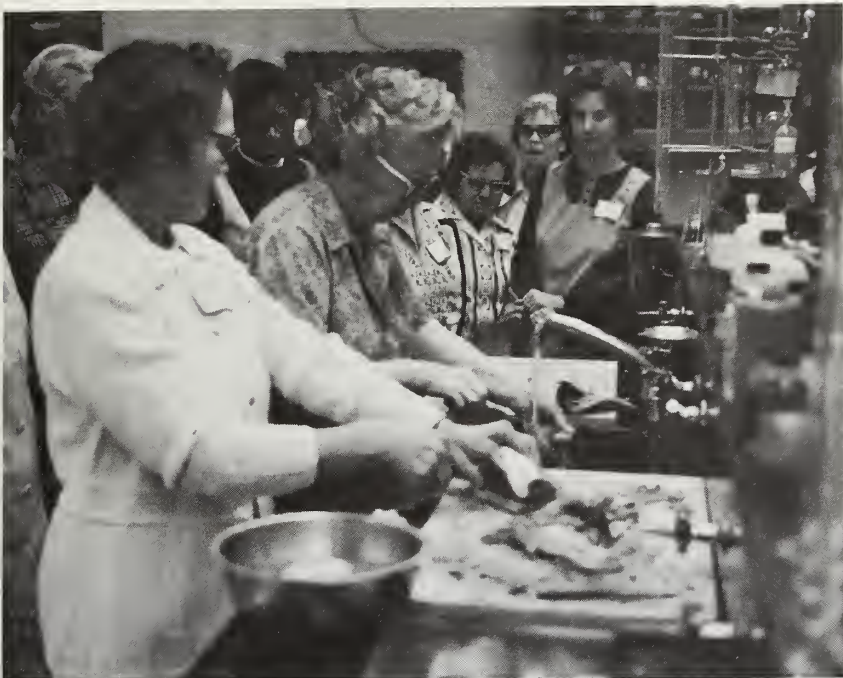
I think it could be said that in the early years of the program EFNEP probably helped with the integration of the races. We have passed far beyond that point now, but when EFNEP started, we had white aides working with negro families and negro aides working with white families in many cases. Up to that point, government agencies and educational groups had relatively little of that in the State.

There are some families with whom we have failed, but the greatest majority have made progress. At one time, aides found it difficult to enter the homes of some of the prospective or participating EFNEP homemakers. Today, we don't hear much about the problem. This is great progress.

The greatest side effect of EFNEP is the development of increased pride in the EFNEP families. They are motivated to seek jobs, education, and better housing. The preparation of good, nutritious food is so dependent on having adequate facilities to prepare and serve it. I often say to the State staff that we will never have completely served many of the low-income families' needs until we have better housing because the two are so related.

It was interesting this year to see the reaction we received when we had to discontinue a couple of the EFNEP units because of limited budget. People wrote us, asking why such a good program had to be discontinued. Many were from other parts of the State and knew little about Extension, but they'd heard about EFNEP through mass media, and had perhaps seen it in their community, and they wanted to say that something as good as EFNEP shouldn't be stopped—anywhere.

INTERVIEWER: And on that positive note, I'd like to express the *Extension Service Review's* appreciation for your participation in this interview. Our thanks to all of you. □



Extension homemakers develop recipes that will help sports fishermen utilize their catch.

Scientists and Homemakers— Dynamic Duo

by
Janice R. Christensen
Home Economics Editor
North Carolina Agricultural
Extension Service

5(2): 7. MAR/*APR 1974.

Extension homemakers, with their kitchen know-how, are helping food science specialists, with their laboratory know-how, solve practical problems in the processing, preparing, and cooking of seafoods.

This cooperative venture began in April 1973, and continues on a 1-day-a-month basis at the Seafood Science Laboratory in Morehead City, North Carolina. Partial funding for the experiment comes from the Sea Grant program.

"The food scientist has a vast storehouse of information about

seafoods, plus the changes that occur from storage, aging, and temperatures," acknowledges Ted Miller, Extension food science specialist for the North Carolina Agricultural Extension Service. "But, when it comes to food preparation, some of us can't even fry an egg!"

"Members of Carteret County's Extension homemakers clubs have cooking and food conservation know-how," Miller says, "so we agreed to team up."

By working together, the scientists and the homemakers hope to help sports fishermen, food processors, and con-

sumers. They devoted one of their first work sessions to ways to eliminate the large amount of waste in fileting fish.

The homemakers suggested that fish heads and backbones, which are usually thrown away, could be boiled to extract gelatin. Fish to be frozen could then be dipped in this gelatin solution as a protection from freezer burn, they observed. The end result—better quality frozen fish for consumers.

By experimenting with shellfish, shrimp, and small fish, the homemakers hope to find new uses for shrimp heads and for clam, scallop, and oyster shells.

They're trying to solve some big-fish problems, too. One hassle sports fishermen face is how to get their big fish home from the boat or surf without losing quality.

The women advise a salt-ice technique. This involves a last minute addition of salt equal to 5 percent of the weight of the ice. This mixture quickly removes heat from the fish. Superchilled to 28° F. fish will stay fresh for at least a week.

Carteret County homemakers don't like to see quality fish go to waste. "Too many sportsmen have their pictures taken, then throw the fish away," Ms. Emma Avery, one of the homemakers, notes. "We're developing recipes to help the sportsman or his wife prepare amberjack or grouper for delicious at-home eating."

The once-a-month session isn't enough for the interested homemakers. Between laboratory sessions they test different recipes and methods of preparation at home, asking their fellow Extension homemakers club members to serve as taste evaluators.

The women have set some specific goals for their work:

- to write a publication for sports fishermen
- to determine better use of flavor additives
- to find methods of utilizing small or "trash" shrimp
- to discover better ways of handling and preparing the various species of fish.

"This new cooperative role has many advantages," Miller feels. "The teamwork is great; the laboratory explorations are exciting; and the findings are adding a new dimension to data already available." □

✓ [food preparation]

"A smile is a curve that sets a lot of things straight."

This motto is written on a painted blue rock in a small flower garden at the Utah State Training School for the mentally retarded.

The garden belongs to a young man whose flowers were among the exhibits at a recent 4-H Fair for the school, and it represents his 4-H project.

"Bringing the 4-H program to our school for the mentally retarded is the turning of a dream into a reality," commented one of the school's administrators. "The program gives participants a wide range of satisfying experiences, helping them to improve their skills and widen their horizons."

Ruth Ann Tolman, Utah State University 4-H Youth Development agent, reports twenty 4-H clubs now active at the school, with projects involving sheep, rabbits, cooking, sewing, rock collecting, art, nature study, and home improvement.

"We are planning a new club with dairy goats, as soon as we find some to purchase," she commented.

The 4-H program has been available at the State training school for 2 years. The participants, referred to affectionately as "kids," range in age from 12 to 50.

When the program first began, participants had to be sought out. Now there's a waiting list.

The school donated an old barn on its property to the 4-H'ers, who cleaned it up, painted it, and added bright green window boxes planted with flowers. The barn presently houses rabbits and sheep.

Leaders for the various clubs are all volunteers. "The many hours donated by these volunteers are responsible for the success of the program," Ms. Tolman commented.

She pointed this out during a tour of the fair exhibits—the hours it took helping the 4-H'ers to cook, sew, and care for the animals.

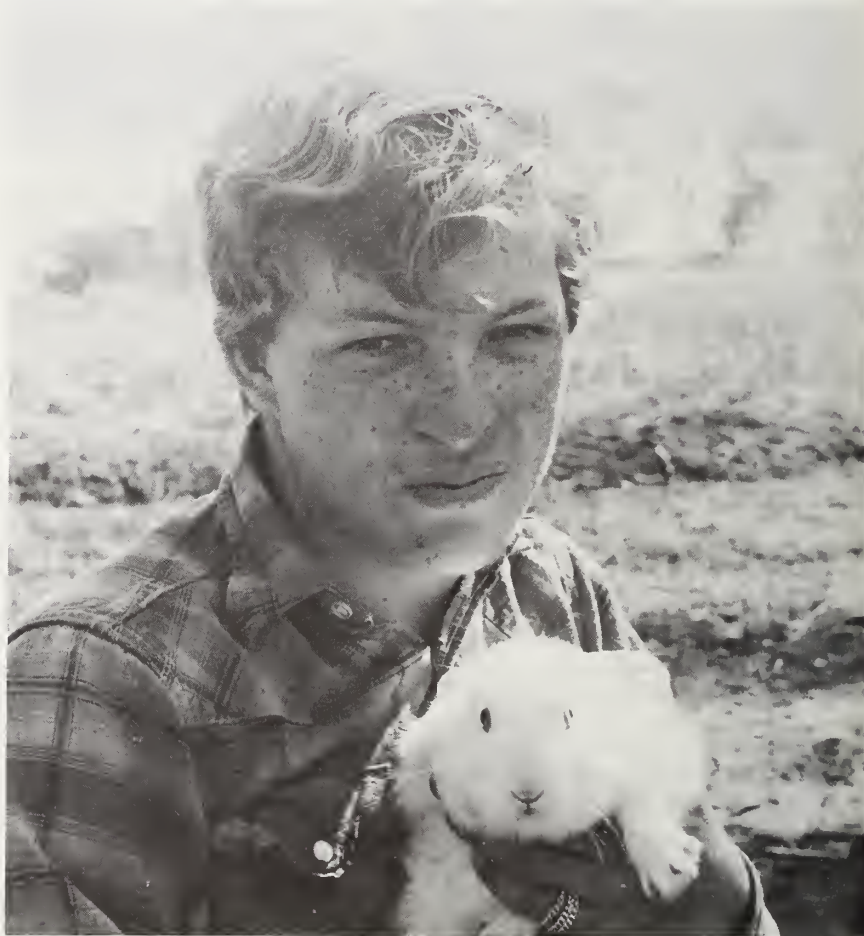
Among the sewing items were three teddy bears. "We had to promise the students we wouldn't keep them on display too long," Ms. Tolman noted. She said the students had become quite attached to the stuffed animals after making them.

Also of interest was a display of skirts

Helping Others Helps 4-H'ers

in Utah...

by
Pat Bean
*Writer, Information Services
Utah State University*



This 4-H student at the American Fork Training School proudly shows off one of his rabbits.

and ponchos, made by students, who eagerly brought their teachers in to look at their handiwork. Two of the boys active in the rabbit 4-H Club showed off

their animals—some of which they'd named after their teachers.

"It's a very rewarding job," concluded Ms. Tolman. □

in New Jersey...

by
Jo-Ann Hoffman
County 4-H Agent
Rutgers



A 4-H "paint-in happening" is a recipe for helping.

"Take one roll of blueprint paper—200 yards long; add a variety of water-based paints—all colors, in all sizes of containers; put on one gently sloping hill; add 200 teenagers and 24 neurologically impaired children; mix well. You now have a 4-H Paint-In Happening!"

The above recipe is one of many followed during the past 2 years at the New Jersey 4-H Senior Camp Con-

ference, held in August. The neurologically impaired children are sponsored by the Association for Children with Learning Disabilities of New Jersey. One of their State people and one of the 4-H State people thought that mixing the neurologically impaired children with some very active and "normal" teenagers would be good for the children and even better for the teenagers.

At the first senior camp, in 1972, most of the teenagers were a little apprehensive. They didn't know what neurologically impaired, or N.I. children were, and they couldn't understand just how they were different. Most knew about emotionally disturbed children, or retarded children, but had never heard this particular label.

Plans called for two big brothers and sisters for each of the 12 little brothers or sisters. But, when the children arrived, more teenagers wanted to become involved, and their involvement was needed. Many neurologically impaired children are very hyperactive. It often took three or four teenagers to keep up with one little 9- or 10-year-old N.I.

The first year was a success. The children took part in every activity planned for the teenagers, evening activities, movies, games. The teens didn't request that adult counselors take over. They accepted responsibility.

At the end of their 2½ day stay, the big brothers and sisters were as sad to see the children go as the children were to leave. One parent thought she could thank the teens for giving their time to the children. She offered to leave a tip for each of the three teenagers who had taken care of her son. Instead, the teenagers asked her to donate the money to the Association for Children with Learning Disabilities, for research.

The 1973 camp was even more successful than 1972. Instead of 12 this time, there were 24 children. Another change—instead of sleeping in two cabins, the children were spread throughout the entire camp. This made bedtimes a little difficult, since all the camp now had to be quiet going in and out of the cabins. But it did share responsibilities and awareness of the children and their difficulties. Some problems arose, but nothing that couldn't be handled with understanding and love.

The teenagers feel they are receiving far more from working with the N.I. children than the children do. It helps them recognize people as individuals. And being able to deal with an N.I. child and his problems helps them in dealing with other people and their problems.

It's something a little different, and it means getting involved. It's the "heart and hands" of 4-H—helping others and helping yourself, too. □

2007



Close up of a filbert in green stage, about twice natural size.

Not everyone outside Oregon knows what a filbert is. It's a flavorful nut, with a smooth round shell, that you may know as a "hazelnut." This is the story of how it's brought greater prosperity to growers, with the help of Extension.

What's a Filbert? ...Big Business in Oregon!

by
Dennis Dimick
Extension Communication
Oregon State University

The Willamette Valley of Oregon is the center of America's commercial filbert production. Washington County Extension chairman Lloyd Baron has played a major role there in doubling production, and turning the struggling filbert industry into a thriving, money-making business.

Although filbert production is ideally suited to the Willamette Valley, the small industry with only 2,000 producers had problems.

"Most growers did not think they could improve their yields," Baron said. "First, we had to show the grower he *could* improve his production, and then show him how to do it. When we began the program, growers were averaging about 1,000 pounds yield per acre. This was barely above the break-even point."

The industry needed new ideas in production, marketing, and management techniques. Baron enlisted the help of local advisory committees of growers, processors, and marketing people to generate ideas for the filbert program. Committees previously had been organized to serve other tree fruit and nut industries in the valley, and Baron felt they could advise the filbert industry as well.

"When I told them about an educational program to improve the status of the filbert industry, they were enthusiastic," Baron said. "Working together, we decided on four program objectives that seemed realistic."

These four program goals were to:

- Make producers aware of their problems and want to improve their production and marketing practices.
- Help producers want to adopt improved practices, improve on them, and

support research for new practices

—Show producers the advantages of working together and accepting leadership roles.

—Turn the industry into a prospering, money-making part of the Oregon economy.

"We decided to emphasize communication and education, applied research, marketing, and production," Baron said.

The first program started in 1962, when Baron worked cooperatively with agents from two neighboring counties, and an advisory committee, to set up a tri-county shortcourse.

"The shortcourse was set up to show growers why their orchards needed certain kinds of maintenance," Baron said. "Since the beginning, we have had 90 to 130 attend annually."

Baron has organized tours each year for growers. They've made annual 1-day trips to visit progressive orchardists and processors in the area, and made evening visits to filbert demonstration plots. They attended an orchard equipment show in California.

"A few years ago, a group of 34 growers traveled to Spain, Italy, and Turkey to study production and marketing techniques," he said. "Even though their production is lower in some countries due to poor soil and less mechanization, we came away with valuable information."

Because the filbert industry in Oregon is rather small and quite young, it has limited means for conducting research projects. Growers put their orchards at the disposal of researchers.

At first, programs received money

from the Oregon Filbert Commission. Once the programs got established and were showing results, people and organizations all over the State offered assistance. Growers in Washington State offered help.

The first activity to improve production was a 5-year rotational pruning program that added 300 pounds annual production per acre, and changed the "every other year" production pattern of filberts.

"Before the pruning program was started, growers would get good production one year, and virtually none the next," Baron noted. "We started the pruning program, and a boron spraying program to increase tree fertility, against the advice of industry experts."

The program showed that a solution of boron, when applied at correct rates and intervals, will increase the production of trees by 400 pounds per acre. The boron program cost producers \$5 an acre in the spring, and gave them \$125 per acre return at harvest time.

The application of lime to orchards had not been explored as a way to increase production before Baron began his programs. With the assistance of State specialists, he was able to show that proper liming would increase production by another 400 pounds per acre. Baron also has been responsible for im-

proving pest control programs for filberts.

"By doing the required plot work and preliminary tests, we were able to get three pesticides registered and approved for use on filberts," Baron said. "In addition, we were able to show that proper aphid control would increase yields by another 8 percent."

Marketing always has been one of the weak spots in the Oregon filbert industry. Something was needed to strengthen the growers' position in the marketplace.

"Our first step was to hold a five-session shortcourse for area growers to acquaint them with principles of marketing," Baron said. "We then formed an industry-wide marketing committee to review the present situation, study industry needs, and determine our course of action."

The committee was successful in getting a guaranteed price for growers before delivery, and in a 3-year period was able to increase growers' price by 6 cents a pound.

Baron helped growers set up a bargaining association that was able to increase the grower price another 1½ cents a pound. The association also eliminated price cutting, stabilized the market, and improved grower-packer relations.

Management and production practices

were not forgotten.

"With the aid of Extension agricultural economists at Oregon State University, we were able to develop an enterprise cost analysis program for growers," he said. "Also, we used a computerized system to compare and study grower production costs."

Annual field demonstrations for growers showed them new harvesting machines, spraying techniques, and soil preparation methods.

A leaf analysis program also was established with Baron's assistance. He worked with Extension specialists at OSU to set up the service that shows growers the fertility needs of their orchards.

Baron says there is still much to be done, even though the once break-even industry has changed into a thriving, profitable way of life.

"We have been able to increase filbert yields from 1,000 to 2,100 pounds per acre, and some growers reported 3,000 pound yields in 1972," Baron said. Prices to growers have increased more than 10 cents a pound in the last 5 years, while prices for most competing nuts have stayed the same or slipped.

The filbert industry no longer experiences drastic ups and downs in production, or in market prices. □



Agent Baron (right) discusses marketing techniques with processor.



Filbert grower and Agent Baron examine crop in orchard.



This interchange shows problems of sprawl and poor planning.



The Oakdale Interchange is a model design allowing for easy access.

An interstate road system is going to be built with seven interchanges throughout your county. What would you do? In Monroe County, Wisconsin, this news sparked development of one of the first rural interchange plans in the United States, plus a comprehensive land use plan and zoning ordinance.

Citizen committees, the county board, landowners in the interchanges, and a planning firm were involved over a period of several years in designing a plan to meet the county's needs. The plan emphasized: maintaining aesthetic values, insuring orderly development, and meeting the needs of travelers.

In 1963 the county board adopted the first draft of the zoning ordinance and hired a zoning administrator to implement it. Problems soon erupted. The ordinance failed to designate a specific area within an interchange for commercial use, industrial use, and/or recreational use.

Design specifications for the buildings being erected on the interchanges were limited. Developers began building the cheapest possible structures — unsightly and of little resale value.

But, the Monroe County Board of Supervisors met these challenges by hiring a planning consultant to work with me in my capacity as County Extension Resource Agent to make necessary changes. Business people and landowners in the interchange areas became involved in revamping the plans, along with a planning firm.

By 1968, a total land use plan had evolved and was adopted by the Board of Supervisors. Evaluation and necessary adjustments to the plan are made as development of the interchange continues.

Several unique features of the zoning ordinance, which complements Monroe County's rural interchange plan, set it apart from others. It outlines three distinct districts:

- The H-1 Recreation Conservation District is designed for motels, gift shops, cheese shops, etc., but doesn't allow service stations.

- The H-2 Commercial Highway User District includes service stations, along with restaurants, motels, and other necessary interstate travelers' facilities.

- The H-3 Highway Industrial District

EXTENSION SERVICE REVIEW

Rural Interchanges— Gateways to the Community [xroads]

by
L.R. Anderson
*Extension Resource Agent
University of Wisconsin*

is set aside primarily for related industry, such as warehousing, truck maintenance, and terminals for small trucking companies.

Developers and builders must meet several requirements: (1) applications for any building, structure, or construction permits within the highway interchange area must come before the zoning committee for a special use permit, (2) a landscape plan, indicating the exterior design of the building and materials required, and the usual landscaping designs, must be submitted with the development proposal, (3) a grading design to insure control of sedimentation and soil erosion must be prepared.

The county zoning committee also has authority to hire an architect and engineer consultant to survey any plans, — an assurance that the developers are complying with the rules and regulations of the county. Committee members take their work seriously. For example, they persuaded a private entrepreneur to

replace trees uprooted during construction.

Commercial and industrial uses tend to set the character of most highway interchange areas. An interchange is a gateway or front door to the adjacent community. This fact is frequently overlooked.

Ideally, feeder roads connecting a freeway with the central business district should be the most attractive and efficient streets in the city or region.

Growth around interchanges follows a definite pattern. In the beginning, retail services and construction businesses have the greatest development. Then businesses oriented toward highway use and through traffic show an increase.

They are joined by businesses directed to the needs of travelers. Commercial users also locate along the feeder road. Finally, real property value, real estate transfers, and total government expenditures greatly increase, as a gradual flow of residential development settles along the

highway and encroaches the interchange area itself.

Even a good zoning ordinance doesn't solve all the problems. Monroe County has found it difficult to maintain access control to feeder roads close to the interchange.

Six or seven service stations, for example, may locate on the major feeder road, creating both a business and an aesthetic problem. Low cost motels, which are not necessarily sound business ventures, may spring up in otherwise rural areas.

Sometimes lack of continuity exists between the State highway department and the local government in maintaining a particular route pattern. Sign regulation is another problem area, as county thinking and State and Federal regulation are not always compatible.

Nevertheless, a good zoning ordinance based on an adequate land use plan is one of the best tools we have to improve developments, particularly commercial, along the interstate system. □



Flag raising ceremony with official presentation of flower planters to the Mayor highlighted community youth project.

City officials and others talk freely about problems with youth and their apparent lack of community pride. But, try asking for a solution, something of genuine importance to the community that youth can become involved in. More than likely, you'll get a vague "hands-off" response. This situation is not isolated. It exists everywhere.

One city official told me, "We can't set a precedent (in encouraging innovative youth projects) that we'll have to live with from now on!"

In Cedar City, Utah, we began planning a community-wide beautification project — involving 240 young people from 30 youth organizations. But, this official reluctance, plus concern for liability and State laws, presented a real stumbling block. Yet, community response to our finished effort — the attractive flower boxes lining the city streets — was gratifying.

Just how did it happen? First, Extension helped organize a youth committee of three girls and two boys. They felt that beautifying Main Street would be a real community service. But how? City officials had already vetoed planting flowers in the park. That would require too much supervision and follow-up on the part of the city.

We talked it over. Maybe if we planted some flowers in planters ... if every youth group in the city sponsored a planter ... if we ordered the flowers as a unit ... and if we could just get the planters wholesale....

It was a long shot. But, after a little investigation we discovered some planters and flowers at wholesale prices. To lessen vandalism, we decided to use the school colors, gold and red. Time being short, we ordered 60 planters and 120 pony packs of yellow marigolds and red verbena, and set to work.

The youth developed a plan for action, outlining how the project would work. Then they called on the city beautification chairperson to get her approval.

She was ecstatic. "We've been wishing for this type of support for years," she exclaimed. "I'll gladly help you." The committee members had their first ally.

From experience, we knew certain groups needed to be sold on the project before it would succeed. The committee assigned members to present their plan to

different organizations and the city council.

Next the group visited the Chamber of Commerce and the community beautification committee, asking each for their support. They got it, 100 percent.

The big hurdle was approaching the city council for final approval. If they said "no," we would have 60 planters to sell and dozens of flowers to plant somewhere.

For their presentation to the council, the youth chose their spokesman carefully. Larry Hatch was elected. The rest attended to lend their support. Larry passed out the plan for action, carefully and expertly explaining each item. Then he simply asked the council for their approval and a chance to prove that the youth project could succeed.

It passed. City Councilman Kerry Jones said this was the first time in his tenure of office that any group had come to a city council meeting asking to *give* something. Everyone else always wanted something. "Such an attitude is very refreshing!" he exclaimed.

The next day both the city newspaper and radio carried the story of the youth project to the rest of the community.

In all, 30 youth groups participated. Each planter with soil and flowers cost \$10.00. Some groups bought two, earning their money with pop bottle drives, concessions at ball games, and other activities. An oil company bought five of the planters.

The city beautification committee came to our aid and purchased ten; these could be repurchased by other youth groups, if desired. That gave us an even 50 planters for beautifying Main Street. The other 10 planters were sold at cost without flowers. With city council approval, we then planted the remaining flowers in the park.

The youth committee organized a special planting week for the young people to fill all the planters with flowers. Each group then took their planters home; the others were cared for by the 4-H club.

July 16 was the big day! Some 163 young people were up at 6:00 a.m. placing the planters on the street. They also brought their brooms, dust pans and shovels, cleaning Main Street from one

Youth Pride Blossoms in Cedar City

by
Alene Chamberlain
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Youth place planters of flowers to brighten Main Street.

end to the other. At 7:30 a.m. they met in the city park for the flag raising and formal presentation of their planters to the mayor.

Recently a prominent businessman asked me, "How long do you think it will be before the city lets these flowers die?"

I smiled, replying with pride, "The city won't ever let these flowers die; they don't belong to the city. The planters and flowers belong to the youth. They planted

them and they are taking care of them, including the watering!"

A bit puzzled he asked, "Where do they get the water?"

"From the merchants with taps on the front of their stores," I replied.

"It's truly a great project," he commented.

And indeed it is. Pride in both its youth and its flowers has bloomed in Cedar City. □



"He Does a Good Job"

A few years ago a rural sociologist set out to find the most effective way for community development agents to carry out rural development programs. The data-gathering technique of the researcher was to tape interviews of people in the area served by the agent. In one community the interviewer attended a planning meeting of local officials and leaders. He explained why he was there and what he was doing.

He then switched on his tape recorder. "Marvin is your Extension community development agent," he said. Then he asked: "What does Marvin do?" There was a little rustling of paper and a lot of shuffling of feet. After a long pause, punctuated by some puzzled glances among the interviewees, one person finally said: "We don't know what Marvin does, but we hear he does a good job!"

This story probably applies to many Extension workers besides Marvin, but especially does it apply to his particular kind — the community development agent. Many of the results of his toil never really come into sharp focus. Nor can his efforts be precisely measured. Additionally, the "payoffs" in Extension community development work are often slow in coming. The time lag between idea, motivation and assistance, and the tangible result may be months or years.

And when the ribbon-cutting ceremony celebrating some community achievement finally arrives, the agent is likely to be standing on the sidelines while others pose for photographs. But "Marvin" knows what he has done and the people involved in the project do, too. Like the people at that planning meeting, they may not know exactly what he does, or how he does it, but they do know he helps them get things done in the community and that through his assistance the community is becoming a better place to live and work in.

The "Marvins" of Extension will be pleased to learn that more people will be getting the opportunity to know about the job the

Extension community development agent can do.

In a recent meeting of the National Rural Development Committee attended by Secretary Butz, Administrator Kirby said that ES will strive to help State Extension Services to increase the total man-years devoted to community development in the years ahead. He said that, in line with USDA objectives, States will be encouraged to concentrate their efforts on problems and opportunities of people living outside of cities with populations of 50,000 and over. (This is no small group — nearly two-thirds of the U.S. population lives in such rural areas.)

Title V, the research and extension portion of the Rural Development Act, is already leading to the addition of more Extension community development agents. Ohio's 3-year pilot plan, the first to be approved by the Cooperative State Research Service and Extension Service, is typical of what many States are planning. Called GROW (Generating Rural Ohio Wealth), a research and an Extension agent will be stationed in a five-county area to help the people there adjust to the impact of a new power plant and a large industry. The Extension agent will carry out the Extension missions of community development, which are, simply stated: developing leadership, helping with community organization, providing information and education and performing community service.

Many State rural planning and development districts are now served by Extension community development agents. Mr. Kirby told the National Rural Development Committee and Secretary Butz that "it is our hope that each of the nearly 500 planning and development districts which have rural areas can have the opportunity for a program similar to the Title V program for the five Ohio counties" in the future.

"What does Marvin do?" The next community group confronted with this question may have a more ready answer. — DONALD L. NELSON, *Rural Development Information*